

The Courier

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The Courier, College of DuPage

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Students Favor Teacher Evaluation Here, Survey Shows

By Susan Smith

College of DuPage students and faculty are generally in favor of teacher evaluation by students, according to a survey made here last week.

Of 121 students whose opinions were sought, 100 favored such an evaluation, while 21 did not. Those in favor felt the teacher should be judged on:

1. Knowledge of the subject matter.
2. How well he was able to get his ideas across.

3. How well he created the desire to learn.
4. If he respected the ideas of the students.
5. Number of persons who failed.
6. How he conducted class.
7. Types of tests given.
8. If he is a fair grader.

9. How well he keeps the attention of the class.

Some students felt the teacher should be evaluated as excellent.

fair or poor. Others felt that evaluation would be helpful to the individual instructor as well as the entire department in planning programs for the next quarter.

Thirteen of the 21 opposed to evaluation were girls. Those opposed felt evaluation should be left to the administration because students are not qualified or have no right to evaluate teachers. Others felt instructors do not take evaluations seriously and therefore were useless.

Instructor that were surveyed either had no comment or were in favor of evaluation.

One instructor felt an evaluation five years later would be most helpful. However, an immediate evaluation could be used to judge the technique or method of teaching rather than the content or knowledge of the subject. The student is not qualified to evaluate the latter because he has not had enough contact with the subject.

One instructor felt evaluation would be most helpful if students would come personally to the teacher. It is important for the student to learn the teacher's background and gain an understanding of his teaching technique before an effective evaluation can be made.

Those that favored evaluation felt it would be helpful to them only if it would be objective.

Before beginning teacher evaluation, instructors felt the faculty should be consulted concerning areas on which a teacher should be evaluated. A suggestion was made that schools in which teacher evaluation is used be contacted to find out how effective evaluation is.

There is a student political party, DuPage Action Party (DAP), which favors teacher evaluation in its platform. DAP hopes to establish teacher evaluation on campus. The trend of the survey indicates they will have little opposition.



GORILLA POWER paid off for the Chaparrals when DuPage's basketball team defeated Morton in the last home game Tuesday night. The Gorgeous Gorilla, a new campus character, took time out to pose with the brass, Dr. Rodney Berg, right, college president, and John Paris, dean of students. The gorilla has been reported seen before on campus.



Vol. 2, No. 17

February 20, 1969

Planning Sheets Are a Must Is the Final Word

Following is an administration statement given to The Courier:

"You must bring a program planning sheet, signed by your advisor, to register," is a sign you will see as you enter the registration hall at DuPage County Fairgrounds. We hope this notice will eliminate any confusion that has existed concerning advising.

If you are already sure of your program and goals, you need only visit your advisor's office, let him know you are ready to register, and have him sign your program planning sheet.

If you do have questions or problems, this will be your opportunity to get on the right track with the help of a competent advisor in your career area.

In either case, all students must bring signed program planning sheets to registration.

Ogilvie's Decision—No Effect on Us

The recent decision by Gov. Richard Ogilvie to stop all capital expenditures will have no effect on the interim campus facilities now under construction by the college, the college board has been told.

The money tie-up could have some effect on the \$6.5 million that has already been allotted for the construction of Phase I of the permanent campus. The college is going ahead with its plans to complete specifications for bids relative to the construction of Phase I.

Paris Compliments Senate on Conduct Code

John Paris, dean of students, complimented the Student Senate at their last meeting on the recently accepted Standards of Conduct. He read a memo from the college's legal counsel that said, "This is one of the best conduct codes we have ever seen." The code was returned to Paris from the attorneys with only a few minor changes in the wording.

Paris also said that the senate should be more aware of the legal rules binding to a junior college through the Junior College and Community College Act of the Illinois state legislature. Before

leaving he said that he was pleased with the student involvement so far but he would like to see more of it in the future.

The seat of Vickie Pilgrim, who recently resigned from the senate, was up for reappointment and Ron Koptike nominated ex-senator Thom O'Donnell for the place and he was accepted by an overwhelming vote.

Senate parliamentarian, Kerry Brunette, announced that the tests on parliamentary procedure will be given at today's meeting. The exam is based on the book "Parliamentary Procedure" by O. Garfield Jones.

There has been a lot of debate on this issue within the senate and Bill Hinz brought an official charge to the student court challenging the constitutionality of the matter. Although defeated in the court, Hinz expects to have the test discarded at today's meeting of the senate. Hinz said that this wouldn't be too difficult because the original vote on the test was tied at six to six and Dave Bishop, senate chairman, broke the tie with a vote in favor of the test. Hinz has now drummed up enough support to try and have the motion defeated at today's meeting.

In other business the senate voted to send three representatives to Robert Gipe, head of buildings and grounds, barriers for the washrooms and pencil sharpeners for the Roosevelt Road building. Roger Whitacre moved that a letter be sent to Paris recommending the Pass-Fail and Cut system.

(Continued on page 2)

Plan Student P.R.

A group of students at the college are trying to start a Student Public Relations Committee. The idea for this committee came out of the student government seminar Feb. 12.

Some students talked with Dr. William Treloar, vice-president in charge of community relations, Friday in order to work in conjunction with his office.

Paul Johnson, president of the school's College Republicans, and spokesman for the committee, said, "The administration is not doing a proper job and the students could take on this responsibility."

The aims of the committee are to send out press releases to area newspapers and involve the community more in college activities.

"We would like to increase a

two-way communication between the college and this community," said Johnson. "The committee would like to increase communication on the student-student government, student-administration, and student government-administration levels."

The committee hopes to start some sort of "Free University" here at the college and to sponsor various speakers from different fields of interest.

One plan the group is outlining is a dinner to be given for student representatives from the high schools in the area.

Johnson said, "We think that we can give the College of DuPage an identity and college atmosphere. We want the students to have a greater sense of pride, achievement, and participation."

INSIDE

The role of the community junior college, with emphasis on College of DuPage, is detailed on Pages 6 and 7 by journalism students who did a lot of research. It's a handy reference for you.

Letters to the Editor overwhelm Page 4, the editorial page, and oddly, they deal with the role of a community college.

Athletic recruiting is discussed by Sports Editor Terry Koptike on Page 5.

A new column on what's happening in music makes its appearance on Page 2.

Picture Page is Page 3 today.

Artist's Conception of Interim Campus to Be Built





In "The Acting Lesson," Mike Ford (The Teacher) tells his pupils, from left, Kit Stanich, Marianne Bardy and Tom Pederson, to unfold from buds to

flowers slowly seeking the sun. This morality play is one in the One Act Series to be presented Feb. 28 and March 1.

Varied Drama in One Act Series

By Kathleen Ryba

The two evenings of six one-act plays to be performed by the Masqueraders, the College of DuPage drama club, rapidly approach. Feb. 28 and March 1 are the nights they will be presented at Sacred Heart Academy in Lisle. Reserved seat tickets are still available, but should be purchased now in order to secure good seats. Tickets are at the student center.

"The Marriage Proposal," the comedy-farce by Chekhov, is less well known than his longer, serious works and has had less opportunities to be performed. The actors, with the aid of the Russian Language department, are trying to achieve an authentic accent. This play affords the audience a good chance to enjoy the earthy and very human Russian humor. Rich Coe directs this play and because it has moved smoothly and quickly he and his cast have been able to let up a little on their rehearsal schedule. All of the characters in the play, Chubukov, the

father, played by Barry Michaels, Lomove, he suitor, by Pat Berkos, and Natalya by Bonnie Lovell, the girl courted, have exalted opinions of themselves and are constantly competing with each other.

There has been a change in cast for "Death of a Hired Man." Kathy Kehoe has left the cast and has been replaced by Cindy Weber, who according to director James Eby, moved into the role with no difficulty. Thais Orlow has taken the role of Edna. Jim's group is working to create a rapport between audience and characters in an attempt to recapture Frost's mood in the poem of the same title from which this play was adapted. Eby's biggest problem to date has been with time schedules. Hopefully these will all be ironed out.

Talking with Bill Geisler, one gets the same enthusiastic response from him concerning the play he is directing, "The Acting Lesson," and the enthusiasm he feels in his cast that has come repeatedly from all the directors and their casts. Bill's cast has had

theater experience, but in spite of that they are having some trouble. The student actors in the play are playing actors that are told by their director, played by Mike Ford, to play themselves. It should be interesting to see how that works out.

No group of plays would be complete without the old fashioned melodrama. "The Widow's Plight" is a typical melodrama and there is a piano player hired for the evening to provide the authentic background music. Jan Grude, director, claims that their villain has been suffering from an inferiority complex caused by the constant battering that he is unscrupulous and evil. She is confident that his wickedness will be in good order by the time the play is performed. The audience is cordially invited to hiss, boo, and cackle. Bludsoe, the villain, played by Phil Hay, would be lost without it.

Albee's "The American Dream" and "The Zoo Story" complete this collage of entertainment.

Argue Ballot Result on Student Power

By Mike Mullen

The hot issue ballot is over, and according to its outcome, most people seem to be against student demonstrations. DuPage students voted down demonstrations by a two

to one majority. But it seems some question the ballots' validity.

Thom O'Donnell, sophomore senator from Brookfield, is one of the leading critics of the ballot. "The results don't mean a thing," he said, "the question was phrased to only bring to mind the worst parts of students' demonstrations."

Bob Blaike, West Chicago sophomore, is another student who objects to the validity of the ballot. "With only 28.2% of the students voting, how can anyone say this is a majority opinion?" he asked.

"The administration wants us to use their channels," said Tim O'Leary, Naperville sophomore, "and their channels are designed to keep us (the students) from rocking the boat. I really think that they are more than a little worried about our awareness of our rights."

Not everyone who questions the validity of the ballot is for student demonstrations.

A sophomore who wishes to remain anonymous had some interesting observations:

"Student power demonstrations are turning into a bad thing. The people who lead them are nearly as much fascists as the people in the establishment," she said. "Not only that, but the more they demonstrate, the more the police crack down on them and there will be more needless bloodshed. The people who participate in these demonstrations should get into the establishment, and subvert it from the inside out. Otherwise the whole nation will explode in violence."

Ron Kopitke, elections chairman had some things to say about the ballot, which was one of his projects. "I don't think there will be any misuse of the results," he said. "The administration isn't going to try to force anything on us. I agree that the wording was a little vague and tended to lead people to an answer, but this is something that couldn't be helped."

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1965 Ford Galaxy 500 XL Convertible. Buckets, full factory equipment. \$1,400 or best offer. Blake, after 7 p.m. 529-2338.



C of D Graduates Offered Teacher Scholarships

Teacher Education Scholarships will be available to students at College of DuPage who will be graduating in June.

The students must rank in the upper half of their college class, take a curriculum that leads to teaching at one of the eight state-supported colleges or universities in Illinois, and intend to teach in the Illinois public schools.

College of DuPage has a quota of six that can be given automatically. These will be awarded to the six students with the highest grade point average that apply. All others will be submitted to the County Superintendent of Schools and then forwarded to the State Pool from which scholarships may be awarded.

Last year College of DuPage had 15 students apply and all were awarded scholarships.

To apply for the scholarship, address a letter to Dr. Rodney Berg, college president. However, mail the letter to The College of DuPage Financial Aids Office, Naperville, Illinois 60540, not later than March 15, 1969.

Paris Speaks, Hinz Challenges Senate Motion

(Continued from page 1)

With the seating of the newly elected senators the membership of several committees were rearranged. Now serving on the Election Committee is Kopitke, Dave Weakland, and Bill Ricketts. On the Standards Committee is Tom Murphy, Hinz, Ricketts and Edgar Thomas and Steve McNeil. New members of the finance Committee are Phil Johnson and Scott Firth. Serving on the rules Committee are Terry Olson, Sandy Sulkowski, Firth, Karen Alkema, and Charles Schultweiss. New members of the Rules Committee are Whitacre, Weakland, Mike Mullen, John Beirne and Mike Lewis.

PLACES ... to be

By Thom O'Donnell

Wondering what you are going to do this week-end? Wondering what things your girl can hook you into spending on? Or are you just interested in a good time? Below is a list of places where some of the top bands from this area and around the country are playing in Chicagoland.

Thursday at the Aragon Ballroom features the MC-5, Friend & Lover, the Bangor Flying Circus, Up, and others.

Also at the Aragon Friday will be Wayne Cochran and his C.C. Riders, Operation Soul, and Wild Honey.

Friday and Saturday night one of the best bands in the country, Blood, Sweat, and Tears, will appear at the Kinetic Playground with Savoy Brown and the Aorta.

Friday night here at the student center the German Club is sponsoring a mixer with The Free.

At the Blue Village in Westmont the Rotary Connection and the Allusion play Friday. Saturday the Village features the Trolls.

The Cellar is having the Bangor Flying Circus and the Pendragon Friday and the Bob Seeger System on Saturday.

Finally, The Jaguar in Frankfort offers the R.E.O. Speed Wagon on Friday and the Atomic Opera on Saturday.

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Constitution Tests to Be Offered March 8

A test covering the constitution of the United States and the constitution of the State of Illinois will be given Saturday, March 8, at 9 a.m. in room 402 of the Roosevelt building.

All students seeking to meet requirements for graduation must obtain a satisfactory score (59%) on this test or present a credit in Political Science 202, American Government.

Students must sign up in advance in the Guidance office, room 405, Roosevelt bldg. Free study booklets are also available and may be signed out by the Guidance office.

The test is given one each quarter on a group basis. Students who fail to make a satisfactory grade may make individual arrangements for re-testing.



Members of the Pom-Pon squad and Homecoming Queen Linda MacLennan, front, were on hand for the final home basketball game this week. At left, above: what a cigaret ash tray looks like shot through a kaleidoscope apparatus. At left: our embattled political writer, Mike Ring, in a pensive mood. Pictures of other staffers will occasionally appear on this page.

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Glen Hill

Monday through Friday, 9 a.m. to 4 p.m.; evenings, Monday through Thursday, 6 to 8:30 p.m.

The Courier is a weekly publication by students of the College of DuPage with administrative offices in Naperville, Ill. Editorial offices are in Glen Briar, Butterfield Rd., east of Highway 53, Lombard. Telephone 469-0444.

Publication personnel include: EDITOR: Steve Morse; EDITORIAL PAGE EDITOR: Scott Betts; SPORTS EDITOR: Terry Kopitke; BUSINESS MANAGER: Tom Murphy; CIRCULATION MANAGER: James Burdon, Faculty Advisor is Gordon Richmond.

Photography personnel include: Bruce Larsen, Richard Coe, John Pingel, Timothy O'Leary, Dan Gurski, and Dennis Mead.

News copy and pictures may be delivered to The Courier office. The deadline is 8 p.m. Tuesday.

Public Relations Needed?

Is the job of the office of public relations at a college to present a distorted, one sided picture of the institution to the community? Or is it to give the public the true image of the college?

Public relations here at the College of DuPage has left much to be desired. Little or nothing has been done to acquaint the public with the College of DuPage. And, judging from the high quality of the last newsletter, which was a prime example of how four pages of paper can be used for absolutely nothing, little will be accomplished in the future.

If the last newsletter was the result of three to four months of hard work, we'd hate to see what the next one will look like. Surely the office of public relations can do more than just publish this "newsletter" which is nothing more than a propaganda sheet.

But, if the PR department fails in its job, as it has done masterfully in the past, it is apparently up to the students to take over. At the recent Student Government seminar, which this reporter thinks should be held once or twice a month, the topic of students handling the public relations at the College of DuPage was discussed. It is entirely feasible that student controlled groups can bring about a better relationship with the community. We are a community college and it is rather ludicrous to know that the community doesn't even know we exist.

Suggestions: speeches, thousands of them, at any possible gathering of members of our community. Literature, written by STUDENTS to be distributed to the community, not the BANKS of DuPage of DuPage county, as is the case with the college newsletters. Letters to community newspapers.

These suggestions could help to make the communications gap between the College of DuPage and the surrounding community disintegrate. College of DuPage public relations must get better. It can't get much worse.----Scott Betts

Letters to Editor

To the Editor:

The open door policy is part of the reason for a community college's existence. The purpose of a community college is to provide for everyone a chance to get a college education. Some people can't afford to go away to school. Others need to prove themselves under the pressure of college courses. And some don't plan on spending four years in college.

And what of the older men and women of our community, who are attending school because they never had this opportunity when they were younger? Some of them never had a chance to finish high school, much less go on to college. Why should they be denied a chance to get an education?

Even if C of D is easy to get into, anyone who has gone here knows that it isn't as easy to stay here. People find out quickly whether or not they are college material. What if they had gone to a larger school, and had to wait till they had blown about a thousand bucks before they found that they couldn't make it in college?

If people worry about reputations, they will find that it is rather easy to go to another school. This college is fully accredited. Especially if you follow the procedures necessary for obtaining an Associate Degree.

Community colleges are not for the elite few, they are for everyone. This policy is in keeping with our country's tradition of equal opportunity for everyone and it should remain that way. . . . Michael Mullen.

To the Editor:

In regards to Joan Carlson's article on the Open Door policy at DuPage:

In the last paragraph of Miss Carlson's article she says, "I'll be the first to admit that we do have draft dodgers but even many of these people have a lot to offer the college." On that basis what is the Open Door policy being attacked for? Does she want a standard of measurement to be set up? And who will say this draft dodger is OK--let him in, but keep that one out? It's all nice and pretty to think everyone is here to work for the school's name but I have always thought schools were placed on the earth for the students. If someone can go through one or two years at DuPage with passing grades and not learn anything we'd better take a long look at the school, girl, and not at the kids.

Education is a beautiful thing, not to be guarded and kept for the chosen few who learned to BS their way through high school with enlightening grades. It has nothing to do with age or courage. Instead of worrying about the drop-outs, draft dodgers, old people, and other "undersirables," why doesn't Miss Carlson get busy learning the things DuPage has to offer. It's about time we get rid of the old status hangup.

Debbie Earnest

Dear Editor:

Why is it impossible to keep the doors of a new car free from knicks and scratches? People are so inconsiderate in parking lots, that I wonder what kind of people we really are!

Just recently my friend parked his new Camaro in a public parking lot in Downers Grove. We hadn't gotten out of the car yet when another car pulled up next to us. The older man, driving the other car, promptly opened his car door banging the side of our car. Needless to say, the incident prompted this letter.

Letters to Editor

When you mention the College of DuPage to someone, what kind of reaction do you get? Does he try to hide a smile or snicker? Or does he tell you he has never heard of it?

This was the first paragraph of an article written by Joan Carlson, that appeared in last week's edition of The Courier. It was surprising to find someone actually admit, publicly no less, that the College of DuPage is not considered the Mecca of learning in the United States.

Yet how many students, when friends that attend other colleges ask them why they go to DuPage, have at one time or another given the excuse that the tuition is cheap or that it's close to home or that its an 'easy' school. How about 99%?

How are we to go about the task of making the College of DuPage a respected institution? Other schools have done it, why not us? Some colleges, like U.C.L.A., Notre Dame, Michigan State, and the University of Southern California, have become big names because of their football and basketball teams. Unfortunately, as of late, our athletic teams have not exactly been awe inspiring.

The College of DuPage could advertise itself as a party school like Southern Illinois University, but, since we have no campus or dormitories, where would we have parties, at drive-ins or students' homes?

A third method used by schools to gain national prominence is student demonstrations. This isn't as stupid as it sounds. Who ever heard of San Jose State until it was picketed? If it worked for that community college it can work here, right! Wrong. What are we going to do, lock the Dean in his office because the parking lot has holes in it? That would really make this college well known -- STUDENTS AT DING-DONG SCHOOL RIOT!

So what are we supposed to do to keep our friends from laughing at us everytime we mention that we go to the College of DuPage?

We could take the lead of Joan Carlson and make this school an academic monument by removing our open door policy, thereby eliminating certain undesirable. Then we could raise the entrance requirements on all entering freshmen. We could put anyone whose grade point average falls below 2.5 on probation. We could hire teachers who hold doctorate degrees only. We could raise tuition fees to about \$500. We could eliminate the vocational program and make exams harder. We could --us---?

We could wait and let time take its course. Our athletic teams are new yet; eventually, they'll improve. A party school we will never be because we're a commuter college but with the birth of a central campus it's probable that the College of DuPage may someday experience a student demonstration. Will the College of DuPage and its student body ever become an academic monument? You never know. -----Terry Madden.

New automobiles cost \$3,000 on the average and it's a shame what they look like in a few months after being parked in public parking lots.

With a little consideration and care, many people could save themselves embarrassment and maybe harassment from over emotional individuals. People are just too lazy to consider other people's property in parking lots though. It's really a shame.

Sincerely

Rich Goettler

Henry, Henry, what have we here? You've gone and got elected. Is this the end of your career as a student so neglected?

The ballot said you ran on DAP, but I know something better. You will have to take the rap when Lewis sees foul weather.

The senate is glad to see your face, and the students are, believe them. But you won't even touch the base, if you don't try to please them.

Henry, Henry what can you do? It is the same world over. If you don't do what he says to do kiss off the fields of clover.

It has been said by men of means that one can't serve two masters. But here you are secure at the seams with thoughts to rival Astor's.

Never before has this been done, but now its done en masse. Good news! you're not the only one instead it's half the class.

You say "I'll try to do my best!" have faith, I do believe you. But think about that cozy nest, you'll leave when duty calls you.

Henry is a senator and he's having a ball.

Henry's full name is Henry Lawrence Perina and he ran on the DAP (DuPage Action Party) ticket so that he could get elected. Henry is a freshman here and he will be in the student senate until next fall when he will be able to run for re-

Dear Mr. Mullen and others who have expressed resentment at my editorial:

I'm glad in one sense that so many people have commented to me on my article as the apathy of this campus seems high. At least there are some like myself who care about what happens to C of D.

When I wrote last week's editorial, I expected opposition but after having my ear burned off, I'm afraid too many students and faculty are objecting to things which you misinterpret. I hope by this letter I can clear up these contradictions and restate my objection letter.

When the Open Door policy was first devised, it seemed a fair manner to help everyone obtain higher learning. But like most other policies, it has pit holes that hurt the junior college, the faculty and the students.

I believe everyone who can perform college level work and prove this should attend college, and junior colleges are the best answer to help supplement major universities. But just because their tuition is lower and they are closer to home doesn't mean their standards have to be extremely lower than the large universities.

Personally I don't think, and I'm sure many will agree with me, that the ACTs, SATs or other entrance tests are not that difficult that an adequately prepared student can't obtain respectable scores on them. If he does do poorly, the fault lies in his high school training and not with the junior college.

I also feel because a junior college does offer two major programs that separate entrance requirements for vocational and pre-professional programs be made. I am not belittling students who came for vocational training but they do not need as extensive a background as a student who plans to teach or practice medicine. Therefore, entrance requirement geared to their area of concen-

election, if he still has control over his mental facilities.

All week long I have been trying to get Henry to say something incriminating about himself but he is much too sharp for anything like that. All he does is threaten me with his "henchman" if I write anything bad about him. I try not to make a habit of writing bad things about people, it's just that there is usually nothing else to write on.

Henry has many things to do now that he is a senator but he doesn't seem to know what they are. I'd have Mike Lewis tell him but he doesn't know that they are either. I'm not going to tell him because then I wouldn't have anything to write about for the next year and a half. I guess he'll just have to fend for himself.

Henry has a good thing going, though, and that is he is going to have a lot of fun telling everybody that he is their senator and representative. Another good thing Henry has going for him is that he is not alone in his predicament. All together there are ten other students in the same boat, not to mention those people already in the senate.

Out of these ten only one looks like he'll leave the boat and swim to shore. His name is Mike Mullen, affectionately known in leftist circles as "Son of Che". He ran as an independent and he was the only one of the three that was elected.

tration would greatly be to their advantage. And accordingly, entrance requirements adequate for pre-professional students would be to their benefit, too.

Extensive planning, research and money have gone into the construction of C of D so it would be a top junior college. The same care with admission procedures should be taken so that the former was not a waste but an accomplishment. -- Joan Carlson

Dear Sir:

I believe Miss Carlson's editorial appearing in the February 13 issue of the Courier only indicates more clearly the need for greater understanding upon the part of many as to the role of the comprehensive community college, and more specifically the concept of the "open door".

Space does not allow me at this writing to expand on the role of the comprehensive community college but I would suggest interested parties read, The Community Junior College, by Thornton; The Two-Year College, A Social Synthesis, by Blocker or This is the Community College, by Gleazer.

Yet, I feel compelled at this time to state the case of the "open door". Individuals who think that educational institutions can upgrade their reputations in the academic world by selective admissions policies are in error. The quality of any educational institution is measured by how well it meets the needs of its students and not by the kinds of students admitted to that institution. The article brought to mind the psychotherapist who undertook to maintain a good reputation for himself by taking only patients who were curable, relatively untroublesome, and affluent. He left the difficult, unpromising or impecunious patients to the inexperienced. Unfortunately many educational institutions operate a little like that psychotherapist. I contend that the needy should not be left to the inexperienced.

Sincerely

John H. Anthony
Dean of Faculty

CADRE Man Visits

By Sue Kosakowski

Bob Freeston, a member of the Chicago Area Draft Resisters (C.A.D.R.E.) visited the student center here at the college Friday.

C.A.D.R.E. is a branch of the "Resistance", a national movement which aims at undermining the Selective Service System by taking the position of complete and open non-cooperation with the draft. It offers draft counseling to those who request it and helps to print and circulate peace literature.

Student Court Rules Senate Test No Court Matter

The College of DuPage Student Court gave a ruling on the controversial senate issue of a parliamentary procedure test, at their weekly meeting last Tuesday morning. Chief Justice Mike Ford said that the test complied with the constitution as it now stands and any further action would have to be made in the Student Senate.

Student senator Bill Hinz asked the court to give a ruling on the constitutionality of the test therefore hoping that the test would be declared unconstitutional. Both the senate parliamentarian, Kerry Brunette, and student senator Mike Lewis were on hand to defend it. Present at the hearing were justices Pete Gormely and Brian Ziskal and Ford.

As the test motion now stands a senator would not be required to take it, nor would he lose his seat if he failed.

Alcoa Donates \$1,000 to College

Dr. Rodney Berg, president of College of DuPage, has reported the receipt of \$1,000 from the Aluminum Company of America to the College. The check was presented by Jack Webster, plant manager of Alcoa Casting Company and will be used for financial assistance to students. This is the second year in which Alcoa has contributed \$1,000 to the College.

Policeman Suggests Maps Be Given to C of D Students

By Jeff Cook

One of the policemen who directs traffic for the College of DuPage, Officer Phil Kozol, said Monday that maps of the college should be given to each student at the beginning of each quarter.

"Many students are not aware of all the traffic laws in the area, and when issued citations are angry that they did not understand a particular traffic law," said Kozol.

Kozol said that the students learn of the traffic rules for the college areas through "word of mouth", which is not always dependable.

Officer George Smith, who also directs traffic for the college, said that maps were previously issued, but were not marked clearly enough.

Both officers said that they were open to questions from students anytime between classes.

Baseball Begins Soon

Very soon now, perhaps even next week, the College of DuPage baseball team will begin its practice. It will all depend on whether or not a field will be available and if the weather will hold. According to baseball coach Bob Smith, there are at least 50 persons who have shown an interest in playing ball for DuPage this season.

This season a new team, Harper, will enter conference play. Also the C of D team will be playing double-headers on Saturdays, a new first in conference play.

Returning from last year's team, which was fourth in the conference with a 5-4 record and overall record of 9-9, are Bob Behn, Mike Clements, Ray Phelon, Scott Firth, Ed Raush, Tom Ekenberg, Rick Legoretta, and Don Bosobsky. Smith said that he was optimistic in looking forward to this season and that the competition for positions on this year's squad will be hard fought.

Anyone who is interested in trying out for the team should contact Coach Smith at 858-0870.

DuPage Outscores Morton, 77-64

The College of DuPage basketball team finished its regular basketball season by defeating Morton Junior College 77-64. The game was played at Lisle high school on Feb. 18.

Early in the game the Morton team started pressing the Chaparrals but for the first time in a long while the Roadrunners were able to break it. As a result, Morton kept switching defenses in an effort to stop the DuPage attack which had built up a 37-34 lead at the half.

Other high scorers for the DuPage five were Roger DeForest with 16 points, Dennis Mullarky with 10 and Mike Feltz with 12. For Morton Fred Goeling had 31.

On Monday the Chaparrals take on Wilson, the number one team in the conference at Wilson. This game marks the opening of the sectional tournament play. The Chaparrals were chosen to play the number one team because they had the worst record in the conference.

PRESS BOX

By Terry Kopitke, Sports Editor

Almost every college recruits players for its athletic squads to some extent and, believe it or not, the College of DuPage is no exception. But being from a junior college without a permanent campus can present its share of problems for a basketball coach like DuPage's Don Sullivan.

Last year when Sullivan visited schools in the district with players who showed an interest in going to the College of DuPage, he found it very difficult to answer some of their inquiries. They would ask where the C of D team would be playing its home games and where they would be practicing. Well, last year at this time Sullivan didn't have the slightest idea where his team would be practicing, much less playing. (There were rumors to the effect that the new student center at Glen Briar would have a real nice basket with a multi-colored brick court and that, if nothing else could be found, they could use that.) So last year Sullivan's success was limited.

However, this year when he goes out recruiting, Sullivan can answer their questions. Because, next year the college will have its own gym in the interim gym for both practicing and for home games.

When Sullivan goes out to talk to interested prospects he tries to sell them on the College of DuPage as an academic institution as well as a place where they can play basketball. He points out that at DuPage we have one of the finest faculties in the state (as well as one of the finest traffic problems) and that here our classes are small compared to those at most four year schools. By having smaller classes, the student can get to know his professor and will probably find that the prof will go out of his way to help the student with any problems. At most four year universities, the freshman and sophomore classes are taught by assistant professors who are working toward their degree and their basic concern is not the student but, rather, the degree. He points out that at a large school with large classes, you're just another number.

On the athletic side of the story, Sullivan stresses that at a four year school there are only two basketball teams; a freshman team and a varsity. So, even if a player makes the frosh squad after the first year, he has to go out for the varsity, usually against three times the competition and if he doesn't make the team, he just doesn't play basketball. He simply has to wait until his junior year to try out again.

Now, if a person comes to a junior college like DuPage, and if he's been recruited, he has several things working to his advantage. He won't have to pay as much for his education for his first two years, he'll probably be getting a better education, and he'll be playing basketball. Also at a junior college the competition is better and we play more games than the freshmen teams at four year schools. By playing ball at a junior college, a player gets a chance to improve himself and time to develop more physically. That extra 10 pounds he could gain in those two years could make a very substantial difference in his play under the boards. It also presents the player with the opportunity to see if he really has the ability to play basketball on a higher level instead of wasting money at a four year school to find out the same thing.

One of the major disadvantages that Sullivan and, for that matter, all C of D coaches have working against them, is the fact that the College of DuPage offers no full ride or partial scholarships. Instead, the college offers what is called a work grant. Under this system, an athlete works about an hour a day (or less) and is paid by the school. The amount usually equals the cost of his tuition. But Sullivan has found out through experience that most parents like to brag if their son has a scholarship.

Freeston spent a year in the federal government's V.I.S.T.A. (Volunteers in Service to America) program working on an Indian reservation, and another year as a teacher and librarian in a ghetto school on Chicago's south side.

He was immune to the draft, but he quit the school system and lost his deferment. When he showed up for induction, he asked the major in charge that he sign a statement guaranteeing that Freeston not be ordered to commit any war crimes.

The major refused the request so Freeston refused to be inducted. As a result, Freeston obtained a three year prison sentence. He is now out on appeal.

Approximately 20 students talked with Freeston, a fact which, he said, showed that there is an active interest and awareness of the problem.

Small Loan Program Approved Here

A small loan program has been approved for College of DuPage students.

The College of DuPage Foundation, Inc., will provide \$2,000 for such an account. The maximum loan is \$100 with a three month period for repayment.

An administrative fee, ranging from 25 cents to \$1.50 according to the size and length of the loan, is pre-calculated. If a note becomes past due, however, 6 per cent interest per year will be charged.

Persons who need to make use of this emergency loan program should contact Paul Harrington, financial aids director. Students must be carrying at least seven credits to be eligible.

SPANISH CLUB TO MEET

The College of DuPage Spanish Club will meet at the Student Center from 11:30 a.m. to 12:30 p.m. Friday, Feb. 21.

COLLEGE of DUPAGE

Drama Department presents

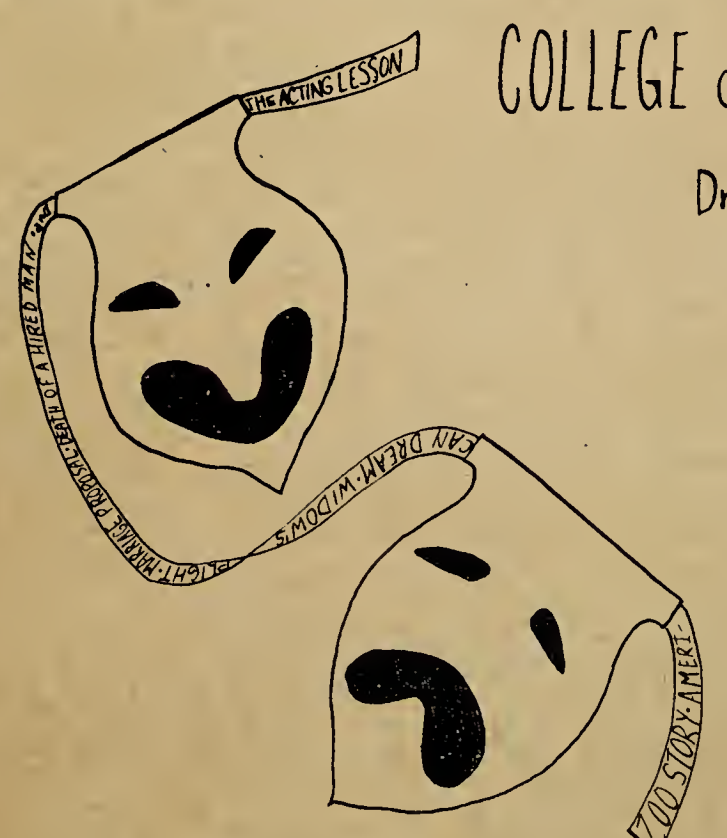
TWO EVENINGS of ONE-ACTS

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8:15 p.m.

SACRED HEART ACADEMY

LISLE, ILLINOIS



RESERVED SEATS - \$1.50 OR SEASON TICKET

SEND CHECK OR MONEY ORDER TO:

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GLEN ELLYN, ILLINOIS, 60137

Phone: 469-0444

Illinois Considered Birthplace of U.S. Public Junior Colleges

Illinois is considered the birthplace of the public junior college in the United States. The first one was established in Joliet in 1902 as part of the post-high school program.

It was not until 1931 that the state legislature gave Chicago the right to establish a junior college system. Today Illinois ranks third in junior college enrollment with 40,106 attending full time.

After downstate junior college programs had been legalized in 1955, state aid of \$100 per student per year was granted. This amount was increased in 1957 to \$200 upon recommendation of the Higher Education Commission.

This Commission appointed by the governor made three additional recommendations which have

helped shape the Illinois junior college system. It suggested the extension of tuition-free junior colleges so all high school graduates were within commuting distance of a college. It permitted the organization of special junior college districts to include two or more high school districts. It allowed students who did not live in a district with a tuition-free junior college to attend a junior college in another district.

The tuition-free junior college was eliminated in 1959 due to high cost. Legislation permitted junior colleges to charge tuition, but not more than one third of the per capita cost of maintaining the school. In the same year junior college districts were legalized.

In order to become a junior college district a petition had to

show the proposed district to be a compact territory with a population 30,000 to 500,000 and with an assessed value of \$75 million. The petition had to be approved first by the superintendent of public instruction and then by the voters. In 1957-58 there were 12 districts containing 17 colleges, while today there are 35 colleges.

Then in 1961 the Board of Higher Education was made a permanent planning and coordination agency. The board called for a "Master Plan" to develop an adequate system which would take into account the roles of the different schools involved in higher education.

In 1965 such a plan was put into effect. It called for a comprehensive junior college system. To allow the junior colleges to carry out their programs with a degree

of independence and authority and to show their importance, the Junior College Board was created. It took over functions previously handled by the Junior College Division of the Office of the Superintendent of Public Instruction.

Under the Master Plan local junior college boards were encouraged to develop. Districts with local boards qualified for an increase in state aid at a rate of \$11.50 per semester hour, and were given state funds for construction. This month aid per semester hour was increased to \$15.50.

The junior college system was organized and geared to serve the commuter student. This system is cheaper allowing more people to attend. Emphasized under this plan is the expansion of technical and semi-technical programs.

The major problem of the junior college in Illinois has been indifference, according to Leland L. Medsker, vice-chairman for the study of higher education at the University of California. Lack of a coordinated program and strong competition from branches of the four-year school have also hindered its development.

Medsker, in his book *The Junior College - Progress and Prospect*, said the "lack of a coordinated, over-all plan for post-high school institutions which would identify the role to be played by different types of institutions and which would include a state policy on how and by whom additional colleges are to be established" was the biggest problem that had to be solved before Illinois could have a well-developed system of junior colleges.

The Writers' View

No college institution figures more important in society's goal to educate the many as well as the few than the American junior college. As an editorial in the Chicago Tribune said, "... If we do not offer broader educational opportunities to the young and old of our area, they will soon seek it elsewhere ... and our local business, industry, agriculture, and commerce will suffer ..."

The junior college is expanding. It extends opportunity for education beyond high school. Two years of higher education for most people is coming closer to reality. Planners of two-year institutions now realize that college may mean many things to many people. They realize that if all those who can benefit from academic study are to be accommodated, they must be provided with study and training appropriate to their needs, interests, abilities, and aspirations. (Statement by the staffwriters: Joan Carlson, Sherry Flanagan, Christine Meagher, Susan Smith and Gary Walker.)

28 Full-time JCs in Illinois

Illinois has 28 full time junior colleges. Although these now are concentrated generally in either the Chicagoland area or the southeastern part of the state, future planning by the State Education Office will remedy this problem by 1970.

State junior colleges were created out of the final Master Plan for Higher Education in July, 1964. Care was taken to respect the rights of existing junior colleges and to aid in classifying new ones. Because of this, there are three different classes of junior college possible.

Class I, state system junior colleges.

Class II, junior colleges which have separate tax rates, individual boards, but do not qualify or wish to join the state system.

Class IIA, 13th and 14th grades

of common school districts.

The future success of junior colleges in Illinois depends almost entirely on the development of Class I districts. Since April, 1966, citizens here have accepted and supported the establishment of Class I districts at a rate unparalleled in the nation. Whereas 18 months ago, there were only 12 Class I districts with total enrollment of 47,118, there are now 33 Class I districts with 82,278 students.

In order to be approved as Class I, a junior college must offer a comprehensive program. This includes:

1. Courses in liberal arts and sciences, and general education.
2. Adult education courses.
3. Courses in occupational, semi-technical, or technical fields.

Researcher Says Dissent on Campus May Affect Funds

A federal education researcher said last week that dissent on campus may harm education where it hurts most, in appropriations.

Marian Proesel, educational researcher for the department of health, education and welfare's Chicago office, told The Courier:

"Dissent is hurting the entire field of higher education. There is room for dissent, but there is a need for constructive criticism from protesting students."

She said the USC Berkeley protest forced education to examine itself seriously. But, she added that Congressional disapproval of campus protests could come in the form of decreasing appropriations for higher education.

She also noted that disapproval may come from high schools. Qualified teachers are leaving to join junior college staffs. This, she observed, is hurting the quality of secondary education.

In her opinion, junior colleges should look to the four-year institutions for its faculty. High schools should not be punished as such for lack of higher salaries, she said.

We've Got Something Special Going for Us

The two-year college may be the only financial avenue to higher education for many, but it offers some other unique traits for any student.

Teaching, for example, is emphasized in the junior college. While faculty are not discouraged from engaging in research, they are expected to put good teaching ahead of all activities.

Junior colleges offer a wide range of learning experiences. They are often called great distributing agencies because they permit the sampling of many fields of knowledge and the testing of abilities with the assistance of counseling and guidance personnel. Some graduates will go on to other colleges for advance work; some will enter specialized training institutions; many others will move more directly into vocations.

Serious pressures are developing which may prevent many students from obtaining higher education.

1. Rapidly mounting enrollments and increasing costs are making it more difficult for students to attend college.

2. It is unlikely that colleges will increase enrollment capacities sufficiently to satisfy the increased demands of students to enroll.

3. The proportion of students able to attend college away from home will probably decrease.

The solution to these problems probably lies in the junior college. The junior college system in Illinois is intended in most cases to serve the commuter student who for financial reasons or because of increased selectivity of out-of-state schools is unable to attend college away from home. In fact, many four year colleges which can't expand fast enough to meet the demands are looking to the junior college to relieve the pressure of increasing enrollments.

From industry's view, it is expected that the average 1966 high school graduate will have to be retrained four or five times during his working years to keep pace with the changing technology. This retraining can easily be taken in a local junior college at minimal cost.

With increased leisure time, it is assumed that many persons will want to increase their knowledge of cultural activities such as art or music. They may also want to take courses in which they had previous interest.

Since the junior college specializes in the two-year program, it usually offers a program comparable to any within the state and often the country. This type of program enables the student to receive a two-year degree as an Associate in Art or Business or to transfer to a four-year college to continue his education.

Junior Colleges Growing Fast; Future Looks Bright

By Susan Smith

Looking at the role of the junior college in the future, not only will there be many more community and junior colleges, but they will be broader in their services. If the rest of the nation provides junior college services on the scale of California and Florida, there will be more than 850 public community colleges by 1970 as compared with just over 500 in 1965. They will enroll approximately two million students.

The community college will become an educational resources center for the adults of the community. It may well become the center for continuing education in its area. There will be an increase in junior colleges in the next generation to meet the demands for higher education.

By 1970 most Americans will have some contact with their local community colleges. Most states will have put a junior college within commuting distance of a majority of their citizens. In fact, in many communities, the college will be a focal point for citizen interests and activities.

In urban centers the trend toward establishing multi-campus colleges is likely to continue. Some of the nation's largest cities - Los Angeles, Chicago, Miami, New York, and Dallas - are already setting the pattern. The multi-campus college is one which has branches throughout the metropolitan area within commuting reach of the entire population.

Curricula of junior colleges will be characterized by change. Present courses of study will be altered and revised to meet new manpower requirements of business, industry, and the professions. Programs such as electronics data processing are being offered to meet the needs of workers in this new field. Some programs will

disappear to be replaced by others as new levels of job sophistication are achieved in many occupational areas. Program opportunities will expand as science and technology make continued advances in the years ahead.

In close cooperation with government agencies, trade associations, research institutes and individual firms, administrators must plan the college curriculum to meet future manpower needs. To help the administrators, periodic surveys of businesses and industries in the area are needed. Advisory councils of experts in various fields of business help develop cooperation between local businesses and the junior college. Businesses will come to the college for their primary source of trained personnel.

Career counseling and guidance programs will play an important role in the junior college. Its primary function is to match the student to various programs offered. Emphasis will be placed increasingly on advising the student of his capabilities and where his greatest potential lies and then enrolling him in courses best suited to his talents. Devices such as the computer can analyze a student's capabilities for his future vocation. Also of help are tests designed to indicate a student's interests and abilities.

So that junior colleges will maintain comprehensive programs for the future, financial benefits were given to schools which continued to offer an acceptable program in both vocational-technical and adult education.

To cluster college concept, particularly among independent and church-related colleges, is also likely to develop more fully during coming years. Already colleges in the Midwest and New England have banded together to share facilities, faculties, and ideas for certain types of programs.

Clearly, a remarkable and inviting future is ahead.

Highly skilled faculty, administrators, and board members will be required of this new kind of college to make sure it meets social needs and does it with purpose and judgment. Cooperative arrangements are called for at all educational levels.

The junior college also should play a key role in this country's efforts in the field of international education. Studies of private schools have indicated the junior college idea may be acceptable to situations in other countries, particularly in developing nations. In addition, there will be increased exchange of students and teachers between junior colleges in this country and institutions of higher education in other countries. The junior college is only beginning to realize its potential for advancing opportunity for higher education. It is clear that its role will continue to grow.

Junior colleges of the future will be characterized by well-designed campuses, advanced teaching equipment and other facilities that contribute to the learning process and atmosphere. Colleges of the future will be more than just "stepping off" places. They will be integral to the daily living of the people whom they serve.

Emphasis will be heavy in the future on the vocational-technical programs since it will produce better results in the junior college than a comparable program in a high school. This is due to the greater maturity of the student, better cooperation with business and industry, and the ability to obtain qualified technicians for teaching positions. With the help of state and federal funds the junior college will be able to provide a better coordinated program for technical-vocational education.

The junior college has a bright and promising future in the community, the state and nation as a whole. The job is a big one.

College of DuPage Ranks Fourth in Size Among Illinois JCs

By Christine Meagher

Although only in its second year, College of DuPage ranks fourth in size among other junior colleges in Illinois.

When it first opened its doors in September, 1967, total enrollment was 2,619, largest of any opening college in Illinois history. Final registration figures for fall quarter, 1968, showed 3,925 students and, according to figures projected by the Illinois Junior College Board, by 1972 this year's total may well be doubled.

In preparing for this rapid enrollment increase, DuPage is making several adjustments to its curriculum. There are many new classes to be added as time goes by, but several are already planned for next quarter.

According to Mrs. Janet Gilbert, program assistant, these are:

Data Processing 122, Fortran; Data Processing 145, Business

Programs and Applications; Data Processing 240, Systems Analysis; Earth Sciences 100; English 200, 20th Century British Authors; English 250, 20th Century American Writers; Histology 204; Geography 102.

Others are: Home Economics 152, Clothing Construction; Long Term Care Administration 151, Nursing Home Administration Practice; Long Term Care Administration 161, Long Term Care of the Aging and Chronically Ill; Recreation 100, Introduction to Community Recreation.

There will also be an expansion in courses dealing with police and fire sciences.

Besides these academic courses many new ones are being added to the field of continuing education. These are: Art 076, Interior Design; Electronic Technology 061, Basic Electronics; Food and Lodging 020, Cake Decorating; General Business 070, How to Write a Job Resume; Home Economics 061, Beginning Sewing; Home Econom-

ics 062, Sewing; Political Science 060, International Politics; Sociology 080, Controversy.

Still others are: Architecture Drafting 070, Blue Print Reading for the Construction Trade; Business 050, Practical Application of the Law; Biology 060, Lawn and Garden.

When the college first started, the faculty was made up mostly of part-time instructors. Classes were held, as they are now, in temporary quarters throughout the school district. The college absorbed Lyons Township Junior College and on the basis of that also was able to gain early accreditation.

The origins and planning of the college were started in 1963. Booz, Allen & Hamilton, Inc., were commissioned by the DuPage County Community College Association to study the county's needs for a new junior college.

Their report showed that "since DuPage county is destined to be

one of the nation's more vital and rapidly growing suburban areas, the facts have indicated that adequate opportunities for higher education for the county's citizens must be provided if the full potential is to be realized. The community junior college appears to be ideally suited for achieving this objective."

Then in February, 1966, the college legally came into existence with the organization of the board. The following July, Dr. Rodney Berg took office as the first president of the college.

The college is a Class I public community college serving the needs in areas of transfer curricula, vocational-technical programs, general education and adult continuing education.

The occupational programs of study are available for students who desire to pursue a career in business, technical, professional or vocational specialties. This area of study is given to help students improve their present skills

and also to teach them new proficiencies.

The college is organized into four academic sections. These are: Arts, Sciences, Business and Technical-Occupational.

College of DuPage has an "open door" policy. It is one of the first colleges in Illinois to use this policy.

It simply states that the door will be intentionally left open to the high school graduate or to any mature young person who has not completed high school, and also to the over 20-year group without high school diplomas. This policy also permits students who have perhaps failed at another school to try again.

"The college door must remain open, but the door to the educational programs must be guarded, or the students will merely be introduced to additional failure," according to a report by Arthur D. Little, Inc., on the Developmental Plan for the College of DuPage.

"Opportunity Schools" Offer Wide Choices

Junior colleges are in a unique sense "opportunity schools." For state and local government, they provide at minimum cost greater opportunity to train the unskilled for gainful employment. They provide opportunities for business and industry to become directly involved in higher education in ways not before possible. For individuals, community colleges bring higher education within their financial and geographical reach.

Typical curriculum of an established junior college in Illinois includes -

PRE-PROFESSIONAL TRANSFER PROGRAM
Agriculture
Architecture*
Art*
Business Administration*
Dentistry*
Economics*
English*
Forestry
Health & Physical Ed.*
Journalism*
Law*
Liberal Arts*
Mathematics*
Medical Technology*
Medicine*
Nursing*
Pharmacy*
Science*

Social Work
Teacher Ed.*

TWO YEAR CAREER PROGRAM
Accounting*
Aerospace Technology
Refrigeration
Architectural Technology*
Business Administration*
Dental Assistant
Electronics Data Processing*
Electrical Technology*
Fashion Design
Food Service Management*
Graphic Arts Science*
Industrial Arts
Interior Design
Law Enforcement*
Market & Retailing*
Municipal Public Administration
Nursing*
Recreational Leadership*
Secretarial Science*
X-Ray Technology*

CERTIFICATE PROGRAMS
Advertising-Public Relations
Auto Body Repair
Auto Technology
Cosmetology
Insurance Salesmanship
Photography
Practical Nursing
Secretarial Training
Real Estate Salesmanship
Welding

* offered at the College of DuPage now or in the fall, 1970.

How the College Charges

A tuition charge of not more than one third of the per capita cost of students in the college transfer and liberal arts programs is permitted by junior colleges.

Charge-back costs for out-of-state students may not run over the per capita cost of running the particular junior college, minus state aid grants and tuition paid by students. The common school district in which such students live must pay it. The district can charge an additional annual tax, not to exceed three cents per \$100 of equalized assessed valuation for this payment.

Along with student tuition fees and state aid, junior colleges are also supported by local taxes. This local support comes from taxes on property within the junior college district.

Because the law requires dis-

tricts to have a minimum assessed valuation of not less than \$75,000, 000, the tax burden is thinned out.

The maximum tax rate cannot exceed .75% of the full, fair, cash value, as assessed by the department of revenue for the education purposes and .1% for building purposes and for the purchase of school grounds. Junior college districts that have 500,000 or more in population, such as Chicago, may levy an annual tax at the rate of not more than .13% for education purposes and not more than .05% for building purposes.

The Chicago Junior Colleges have been tuition-free. Many other junior colleges have been charging tuitions ranging from \$100 to \$300 for the regular school year. Most junior colleges will probably charge tuition in the future so the already high taxes on property owners can be lowered.

Junior Colleges Come in 3 Categories

By Joan Carlson

Although junior colleges are frequently thought of as either public or private, there are actually three general categories; church-related, independent, and public institutions.

Church bodies were pioneers in establishing junior colleges, offering college opportunity in a Christian atmosphere. Most church-related colleges offer liberal arts and general education programs that lead to a transfer at a four year school. But many also offer programs that prepare students for work within the church. There is an increasing trend among many of the church-related colleges to offer semi-professional and technical courses of study in health and other fields.

The Roman Catholic church operates, by far, the largest number of junior colleges among the various denominations, some 75

How State Aid Works for JCs

By Sherry Flanigan

Because junior colleges provide increased education opportunities at the least possible cost, the Illinois legislature has provided various state aids for them.

These aids include: (1) grants to help the administration organize; (2) continuing aid based on student attendance; and (3) funds for capital and construction.

As soon as the junior college district has legally formed and has an official board, it is allowed to receive a grant from the junior college board not to exceed \$100,000.

The grant figure is arrived at by multiplying what the state board projects full-time student enrollment to be in the first year of operation by the sum of \$300.

For each school year ending June 30, junior colleges are entitled to claim \$11.50 for each semester hour carried through each mid-term by each student in attendance. For the 1969-70 fiscal year this recently has been increased to \$15.50 per semester hour.

Also junior colleges are entitled to state funds for construction purposes. The law states 75% of the total construction cost of the projects approved by the State Junior College Board and the Illinois Board of Education will be paid by the state.

schools. Other church denominations that maintain large number of schools include Baptist, Church of Christ, Lutheran, Methodist, and Presbyterian. The degree of control varies, but the trend seems to be toward less control and involvement in the work of the college than in earlier years.

The independent junior colleges total some 100 institutions of which about half are co-ed. These schools are non-profit but independently supported and usually operate under the control of self-perpetuating boards of trustees. For the most part, their financial support comes from tuition, endowments, and the gifts and grants of alumni. The majority are residential colleges, providing housing and attracting students beyond the local community.

Independent two-year colleges have been free to experiment and innovate in the classrooms and to shape the offering of curriculum to fit each student's specific needs. They have been among the leaders in trying new methods of teaching, new ways of counseling, and new ways of contributing to the welfare and growth of each student. While they frequently emphasize general education and liberal arts training, they have inaugurated programs to prepare men and women for jobs at the end of two years.

About 85% of junior college students attend public junior colleges. These schools attempt to place higher education within the geographic and financial reach of the many as well as the few. Their tuition costs are low and they are located close to the population they serve.

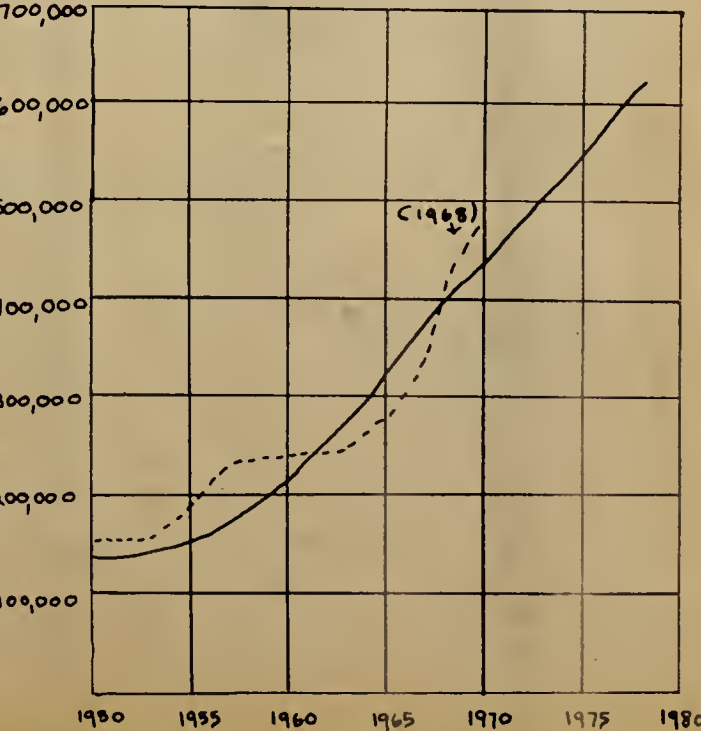
Moreover, the public school maintains admission policies which permit entry of students who may have the potential for success, but cannot enter a four year institution. The public school offers a wide variety of courses ranging from those that prepare students to eventually complete undergraduate study to those that provide education and training of a semi-professional and technical nature.

Public schools are oriented to the needs of the areas they serve. Most are locally controlled in separate college districts. Financial support is provided mainly through state aid and local taxation.

There are nearly 600 public junior colleges in the nation, enrolling more than one million students. During this past decade, state after state has included the public junior college in its plans for higher education.

Total College Enrollment for Illinois Universities (1967-68 Figures)

-- actual enrollment
--- projected enrollment



DuPage Swimmers Take Second in Regional

Defeat Wright, 73-34



The 1969 swimming team: Top row, from left, Don Porter, John Brazenovich, Jim Kavina, Pete Derr, Howie Bason, Dave Weakland. Bottom row: Phil Reynerston, Paul Reynerston, Bruce Lathrop, Dennis Gardiner, Larry O'Parka, Bob Sola.

By Terry Kopitke

For the second year in a row, the College of DuPage swimming team has taken second place at the Region IV meet. And, once again, the Chaparrals have done it with less than a full squad. The meet was held at the U of C pool on Feb. 15.

As in last year's meet, the Roadrunners were unable to enter a contestant in every event and, even when people were entered, the swimmers were literally getting out of the water from one event and diving back in to compete in another. Their fine showing speaks decisively for the dedication of these swimmers and their coach to their sport.

An interesting sidelight of the meet was the fact that the Chaparrals beat the first and second place teams in the conference. These teams had defeated the third place Roadrunners in the conference meet at Rockford the week before. The final standings for the Region IV meet were Lincoln 89, College of DuPage 77, Morton 76, Rock Valley 59, Wright 38, Wilson 29, Elgin 17, and Sauk Valley 10.

The water-minded Chaparrals were paced by All-American swimmer Larry O'Parka who took first places in the 400 yard Individual Medley and in the 500 yard Freestyle. O'Parka also had a second place in the 160 yard Individual Medley and was on the fourth-place 400 yard Freestyle Relay team that was composed of Don Porter, John Brazenovich, Jim Kavina, and O'Parka.

The Roadrunners also had a grand day on the diving board as the three DuPage divers took first, second, and fourth out of six places. DuPage's Dennis Gardiner walked away with the diving with a total of 190.7 points. Howard Bazin placed second and Peter Dehs put on his finest diving performance of the season to capture fourth.

In the 200 yard Breaststroke competition Bruce Lathrop was first and Dave Klug second, and in the 400 yard Freestyle, DuPage won that with a team of O'Parka, Kavina, Porter and Mason.

Other DuPage swimmers who racked up valuable points were Don Porter, who was second in the 200 yard Freestyle. Porter was beaten in this event by inches as the winner just tagged out before him. Porter also took third in the 100 yard Butterfly. Bruce Lathrop finished third in two events, the 200 yard Backstroke and the 100 yard Breaststroke. Dave Klug took sixth in the 200 yard Breaststroke and Bruce Ranquist had a fourth place in the 100 yard Freestyle and a sixth in the 100 yard Breaststroke. John Ullrich had a fourth in the 500 yard Freestyle.

The Chaparrals also took a second place in the 400 yard Medley Relay with a team composed of Mike Mason, Bruce Lathrop, Don Porter, and Larry O'Parka. At the Region IV meet, the Chaparrals set new school records in three events. O'Parka set two; in the 400 yard Individual Medley and in the 500 yard Freestyle. The other record was set in the 400 yard Freestyle Relay.

Earlier in the week, on Thursday, Feb. 13, the Chaparrals closed out their dual meet season by defeating Wright by the impressive score of 73-34.

The Roadrunners started by taking the 400 yard Medley with a team of Mike Mason, Bruce Lathrop, John Brazenovich, and Jim Kavina. In the 1,000 yard Freestyle, Bruce Ranquist placed second and Paul Arynerson third. In the 200 yard Freestyle, Don Porter finished first and John Ullrich third. Jim Kavina finished second and John Brazenovich took third in the 50 yard Freestyle.

In the 200 yard Individual Medley Larry O'Parka took first and Bruce Lathrop second. Howard Bazin took second and Pete Dehs finished third in the diving competition and in the 200 yard Butterfly, Don Porter placed first and Dave Klug third.

DuPage's Bruce Ranquist took first in the 100 yard Freestyle and John Brazenovich finished second. In the 200 yard Backstroke, Mike Mason was second and Al Alberts third. In the 500 yard Freestyle, Larry O'Parka was first and John Ullrich second.

Matmen Lose to Wright

By Rich Goettler

The DuPage grapplers bypassed a .500 season Tuesday, as they dropped their final dual meet of the season by two points to Wright, 30-28. They finished with a 6-8 record.

DuPage forfeited the first two weights before Dave Hejtmanek pinned his Wright opponent at 4:27. Dan Metz, captain of the DuPage squad, then used his legs to a 6-4 decision and more points for the team.

The Chaparrals neared an upset as Dan Vantrese wrestled stubbornly, but only in vain, as Wright won the contest with a 6:28 pin.

Steve Miller finished the lost cause with a fine effort in pinning his man in 6:56.

The team now looks to the regionals this Friday and the Nationals next week.

- 123 Forfeit to Wright
- 130 Forfeit to Wright
- 137 Dave Hejtmanek pinned W 4:27
- 145 Dan Voight won by forfeit
- 152 Forfeit to Wright
- 167 Dan Metz beat W.6-4
- 177 Both teams forfeit
- 191 Wright pinned Dan Vantrese 6:28
- Hwt. Steve Miller pinned Wright 6:56

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INTRAMURAL REPORT

By Mike Mullen

There isn't much to put down in the intramural department this week, so I'll just have to blow some hot air into the thing.

The crucial game this week in IM basketball seeing the Lakers paired off against the Brothers. The Lakers are four and 0, and one victory was against the Faculty. The Brothers have only lost one game, that one to the faculty by six points. The Lakers have the outside advantage in Steve Northrup, a former All-Des Plaines Valley League guard, and he might have made all-state except for the fact that Downers South didn't fare too well his senior year.

The Brothers must counter with

a slight height advantage, and a tenacious defense. There are no spectacular individuals on the Brothers; they all play together as a team. They have only allowed one team to score more than 50 points on them, and they are tough in the clutch. If the game goes down to the wire, look for the Brothers to pull an upset.

Intramural Skiing resumes this Friday at Four Lakes. Be there at 3:30 p.m. with two dollars clutched in your hot little hand and get some excellent ski instruction from Jane Guebard and the rest of the Four Lakes staff.

Intramural Bowling will resume this week also, same time, same place.

Trackmen Win First Meet

Competing in their first conference meet of the season the College of DuPage's indoor track team streaked to its first victory of the season by defeating some of the top ranked teams in the conference. The final score was DuPage 65, Wilson 59, Thornton 33, and the defending indoor and outdoor conference champions Blackhawk 29.

Pacing the Roadrunners was Craig Donnath who won the mile run and the two mile run. In the two mile run Don St. Louis finished fifth.

Finishing first in the half mile run was John Fisher who missed setting a new track record by less than one second. In the quarter mile

Terry Worble placed third and in the low hurdles Ed Doyle finished fourth.

Also having a fine day for the Chaparrals was Russ Olsen who placed second in the high hurdles and fifth in the low hurdles. Olsen also jumped away with the high jump leaving the rest of the competition in the dust with a final jump of 6 feet 4.5 inches. That jump, if he can repeat it at the conference meet, will set a new record. Also placing in the high jump was Chuck Sullivan who finished fourth along with taking a third in the shot put.

Dan Smith won the shot put event and Pete Kent placed fifth.

The Roadrunners also performed well in the pole vault as Bill Borger placed second and Jeff Mack third.

The Chaparrals also won the last event of the day as they took the mile relay with a team composed of Dave Morgan, Don Hemwall, Craig Donnath, and Jim Himes.

DuPage track coach Ron Ottoson said that he was very proud of his team's performance and that as a result of their beating one of the fastest teams in the conference, Wilson, and by defeating the defending champions, Blackhawk, the Roadrunners are favored to take the indoor conference championship.



DuPage sprinter Dave Morgan left, and high jumper Russ Olsen talk over Olsen's record breaking jump of 6.45 inches.

Intramural Bowling Standings

	Won	Lost	Tied
1. No Names	6	0	0
2. Turkeys	5	0	1
3. Mechanics	5	1	0
4. Perschongs	5	1	0
5. Prophets	4	1	1
6. Blue Barons	3	3	0
7. Dogs	1	5	0
8. Losers	1	5	0
9. X-Necks	1	5	0
10. Mice	0	6	0

Intramural Basketball Standings

	Won	Lost
1. Lakers	4	0
2. Faculty	5	1
3. Brothers	3	1
4. Devils	2	2
5. Avengers	2	3
6. Nickel Bag	1	3
7. Alpha Allen	1	4
8. Upsetters	1	5

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